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| LAE 3414.0001 |
| Regions of the United States |
| 3rd grade |
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| Ashton Dacus |
| 4/14/2009 |

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| This document contains broad plans for a five week thematic unit on the five regions in the United States. It has been designed for use in a third grade classroom. |

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**Regions of the United States**

**Grade:** 3rd

**Approximate length:** five weeks

**Overall Unit Objectives:**

* **Social Studies:**

1. Students will be able to name and locate the 5 regions of the United States and all of the states in each region.
2. Students will be able to describe several physical attributes found in the various regions of the United States and be able to use a physical map to either locate or depict these physical attributes.
3. Students will be able to name at least two natural resources found in each region as well as one renewable energy resource found in each region.
4. Students will be able to use and/or illustrate various types of maps of the United States including: climate, physical, topographic, population, economic, and political maps.

* **Science:**

1. Students will be able to name and describe the five biomes that can be found in the continental United States. Their descriptions should include some knowledge of climate, common animals, and common plants of each of the five biomes.
2. Students will be able to examine how different stimuli affect plant growth of various species of plants by conducting an experiment. They will also be able to evaluate the results to determine the correlation between geography (including region, climate, and physical aspects) and vegetation.

* **Mathematics:**

1. Students will be able to solve various types of math problems using their knowledge of the geography of the Unites States to aid them.

**Sunshine State Standards (New Generation Standards):**

* **Social Studies:**
* [*SS.3.G.2.2:* Identify the five regions of the United States.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl18$HyperLink2',''))
* [*SS.3.G.2.3:* Label the states in each of the five regions of the United States.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl20$HyperLink2',''))
* [*SS.3.G.2.5:* Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl04$HyperLink2',''))
* [*SS.3.G.2.6:* Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl06$HyperLink2',''))
* [*SS.3.G.2.4:* Describe the physical features of the United States, Canada, Mexico, and the Caribbean.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl22$HyperLink2',''))
* [*SS.3.G.3.1:* Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl08$HyperLink2',''))
* [*SS.3.G.3.2:* Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl10$HyperLink2',''))
* [*SS.3.G.4.1:* Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl12$HyperLink2',''))
* [*SS.3.G.1.1:* Use thematic maps, tables, charts, graphs, and photos to analyze geographic information](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl04$HyperLink2',''))
* [*SS.3.G.1.2:* Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl06$HyperLink2',''))
* [*SS.3.G.1.4:* Name and identify the purpose of maps (physical, political, elevation, population).](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl10$HyperLink2',''))
* [*SS.3.G.1.6:* Use maps to identify different types of scale to measure distances between two places.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl14$HyperLink2',''))
* [*SS.3.A.1.3*: Define terms related to the social sciences.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl08$HyperLink2',''))
* **Science:**
* [*SC.3.L.14.2:* Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl06$HyperLink2',''))
* [*SC.3.L.15.1:* Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl04$HyperLink2',''))
* *SC.3.L.15.2*: Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores,

according to their physical characteristics.

* [*SC.3.P.10.1:* Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl04$HyperLink2',''))
  + [*SC.3.E.5.2:* Identify the Sun as a star that emits energy; some of it in the form of light.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl06$HyperLink2',''))

* **Math:**
* [*MA.3.A.6.1*: Represent, compute, estimate, and solve problems using numbers through hundred thousands.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl04$HyperLink2',''))
* [*MA.3.A.1.1*: Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl04$HyperLink2',''))
* [*MA.3.G.3.2*: Compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl06$HyperLink2',''))
  + [*MA.3.G.5.3:* Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl08$HyperLink2',''))
  + [*MA.3.A.2.2*: Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl06$HyperLink2',''))
  + [*MA.3.A.2.3*: Compare and order fractions, including fractions greater than one, using models and strategies.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl08$HyperLink2',''))
* **Language Arts:**
  + *LA.3.1.6.1*: The student will use new vocabulary that is introduced and taught directly.
  + *LA.3.1.6.2:* The student will listen to, read, and discuss familiar and conceptually challenging text.
  + *LA.3.1.7.6:* The student will identify themes or topics across a variety of fiction and nonfiction selections.
  + [LA.3.2.1.8: The student will select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl18$HyperLink2',''))
  + [LA.3.2.2.5: The student will select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl08$HyperLink2',''))
  + *LA.3.3.4.2:* The student will edit for correct use of capitalization for proper nouns, including holidays, product names, titles used with someone's name, initials, and geographic locations.
  + *LA.3.4.1.1*: The student will write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.
  + *LA.3.4.2.1*: The student will write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics).
  + *LA.3.4.2.2*: The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate.
  + [*LA.3.4.2.5:* The student will write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl16$HyperLink2',''))
  + *LA.3.5.2.2:* The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.
  + *LA.3.6.2.3*: The student will communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map);
* **Other (Visual Arts and Music)**
  + *VA.B.1.2.1.3.2* uses a variety of thematic subject matter/symbols to create works of art.
  + *MU.E.1.2.2.3.1*describes ways in which the subject matter of other disciplines is related to music (for example, rhythmic and numeric patterns in music and mathematics).
  + *MU.A.1.2.1.3.1*sings melodic patterns and songs, matching pitch, with an extended range (E-E1).

**General Unit Outline:**

The only topic covered that is not divided by region of the U.S.

Five Week Overview:

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| **C:\Users\Owner\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S6UZKD8D\MCMP00224_0000[1].wmf** | **Region Covered** | **Biome Covered** | **Energy Source  Covered** | **Physical Feature** | **Read Aloud:  Book of Week** |
| **Week 1** | Southeast | temperate deciduous forest | biomass | physical maps | *The Girl Who Ate Chicken Feet* |
| **Week 2** | Northeast | coniferous forest | hydropower | mountains | *The Sign of the Beaver* |
| **Week 3** | Midwest | grasslands | wind power | water | *Prairie Songs* |
| **Week 4** | West | taiga | geothermal power | natural wonders | *The Barn* |
| **Week 5** | Southwest | desert | solar power | man-made wonders | *Sing Down the Moon* |

Weekly Overview:

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| **C:\Users\Owner\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S6UZKD8D\MCMP00224_0000[1].wmf** | **Individual Readings** | **Social Studies** | **Science** | **Math** (10 minutes of math time every day is devoted to this unit) |
| **Monday** | books about the SE or with settings in the SE; books about temperate deciduous forest | states and capitals within a region  (political map) | unit-long plant experiment on how different stimuli affect different plant species | scale maps to calculate distance traveled from one city to another. |
| **Tuesday** | books about the NE or with settings in the NE; books about coniferous forest | physical aspects - **NOT BY REGION, but by feature** (physical map) | one biome found only (or mainly) in that region | state geometry (polygons) |
| **Wednesday** | books about the MW or with settings in the MW; books about grasslands | climate of region (climate map) | plants found in that biome (w/in region) | Time zone word problems |
| **Thursday** | books about the W or with settings in the W; books about taiga | unit-long group research on overall history of regions(population map) | animals found in that biome(w/in region) | word problems (using #’s through 100,000) dealing with population |
| **Friday** | books about the SW or with settings in the SW; books about desert | natural resources, industries, and products in region (resource map) | one alternative energy source that best benefits that region | fractional resources |

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**Unless otherwise specified, these activities are in no particular order. You can pick and choose which activities are your favorites and ignore the ones that you do not care for.**

**SOCIAL STUDIES:**

**Mondays (states in regions):**

* **Where Have We Been? Map** – This activity should be done at the beginning of this unit. First, the teacher reads some facts about states from *Our 50 States: A Family Adventure Across America* (by: [Lynne Cheney](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_1?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Lynne%20Cheney); illustrated by: [Robin Preiss Glasser](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_2?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Robin%20Preiss%20Glasser)) to the class. Then, the teacher provides a large copy of a map of the U.S. and has students place pushpins on the states that they have been to. (Do not hand students pushpins until they are at the map and it is their turn! Then, hand them one at a time.) Afterwards, the class will be able to see which states have been visited and which ones have not. The teacher should then draw lines to mark the different regions to show students the different regions that they will be learning about. Has every region been visited by a student from this class?(I got the first part of this activity from Mrs. Spalding, a professor at UCF. We did this activity in her class.) (*Inherent Language Arts: viewing*)
* **Animaniacs States and Capitals Song** – This activity is one that should be done at the beginning and repeated throughout the unit. The students will listen to a cartoon sing a song about the states and capitals ([http://www.teachertube.com/view\_video.php?viewkey=  
  1689e0bc55abd95e20e3&page=2&viewtype=&category](http://www.teachertube.com/view_video.php?viewkey=1689e0bc55abd95e20e3&page=2&viewtype=&category)). They will try to see how many states and capitals that they know from the song. This video should be played repeatedly (perhaps every Monday) so that students can self-assess themselves. Did they know more states and capitals this time around? The teacher, though, will have nothing to assess. (*Inherent Language Arts: viewing & listening*)
* **Chalk Region** – Students will be put into groups and, using a map for guidance, draw their assigned state (using states from this week’s region only) in chalk outside. They will also mark and label the state capital. Afterwards, students will walk around to the different chalk states to see all of the states (and the capitals) in the region that they will be studying this week. (*Inherent Language Arts: visual representation & viewing* )
* **Region Puzzle** – Students will get a large map of this week’s region, label(state name and capital) and color it, glue it to poster board, and then cut it up into 10 - 15 same-sized pieces with different shapes. They will now have a puzzle of that region. (It is recommended to use the SE or MW as there are more states, which makes for a bigger, more challenging puzzle.) (*Inherent Language Arts: visual representation & viewing* )
* **If States Could Talk** – Students will be read the book *The Scrambled States of America* (by Laurie Keller). They will then each write their own short story of what would happen if the states in the region of the week had personalities. They will then get into groups and can share their stories. (*Inherent Language Arts: listening, writing, reading, & speaking*)
* **Regional Poems –** Students will be read various poems on the region of the week from the book *My America: A Poetry Atlas of the United* *States* (by Lee Bennett Hopkins). They will then select one state within the region and write a concrete poem (in the shape of that state) about that state. They should be provided an outline of the state that they choose. Afterwards, those who wish to share can. It might also be nice to hang them up on the wall. (This activity is easier if it is done on the week that students learn about their own region). (*Inherent Language Arts: visual representation, viewing, reading, writing, listening, & speaking*)
* **Bus trip** – This activity has the teacher develop centers for the region – one center per state – where these centers are the various “bus stops” along the trip. These centers would have activities such as colorable printouts of the state’s flag and map, background information about the state’s nickname, information about becoming a state in the U.S., and information about state symbols. Each “tour group” would have 8 minutes to explore each of the 8 centers. Afterwards, they would individually write a journal entry about which state was their favorite and why. (*Inherent Language Arts: visual representation, viewing, reading, & writing*)
* **States: Mini-Research** – Students would be divided into groups so that each group can be assigned to one state within the region of the week. Within the groups, each student would be assigned one or two things in particular to research) about that state using resources that you provide (books and websites). These jobs would depend on the amount of students per group, but can include facts such as: state capital name and location (must make a map, not just show one), state nickname and history of, state symbols (a few students can be assigned to this one), and year the state became a part of the U.S. The students would have forty minutes to research their particular topics of their particular states and prepare a way to present their information to the class. They would then present as a group with the other students who were assigned to their state. (*Inherent Language Arts: visual representation, viewing, reading, writing, listening, & speaking*)
* **Online Geography Quiz** – This activity should only take place when learning the last region as this quiz covers the entire U.S., and not its regions. The students can go online and play this quiz at <http://www.lizardpoint.com/fun/geoquiz/usaquiz.html>. The quizzes include state names, state capitals, and even major cities in the U.S. for geography whizzes. (*Inherent Language Arts: viewing & reading*)
* **Regions Cookie** – This is the most fun activity of the group! It should be done at the very end to end with a bang (or a crunch). Students will be given a cookie shaped like the U.S. (cookie cutters of this shape can be bought in stores around the 4th of July or online). They will then use different colors of icing to represent the different regions on the cookie. Alternative: Many schools no longer allow sweets such as cookies. You can also use this idea with a pizza with different toppings per region or with a rice crispy treat with raisins and such as toppings. (*Inherent Language Arts: viewing & visually representing*)

**Tuesdays (physical aspects of United States) –** **these should go in order listed!:**  
(So that students will be able to absorb more of the information, Tuesday’s overall topic – physical aspects – has been divided into features and not regions. Also, unlike most other activities listed for this unit, this activity is one, big, culminating activity that students will work on every Tuesday for the 5 weeks that this unit will last during Social Studies time.)

* **Introduction to Physical Maps & Color Physical Map of U.S** – Students will be taught what a physical map is and how to use one. Then, the teacher will give them a somewhat large 2-D map of the United States. Students will use a model elevation map of the U.S. to color their own map according to elevation (lightly with colored pencils). Then, they will glue it to poster board and lay them flat somewhere in the room. They will use this map throughout the unit. After students are finished, they will also be shown a topographic map. They can orally compare and contrast it with an elevation map. (*Inherent Language Arts: listening, speaking, viewing, & visually representing*)
* **My Physical Map: Bodies of Water** – Students will learn some of the major bodies of water around the U.S. – rivers, lakes, and oceans. They will then use items such as blue yarn (rivers), blue buttons (lakes), and blue marker (ocean) to depict these major bodies of water on their maps. They will also label each. (*Inherent Language Arts: listening, viewing, reading, writing, & visually representing*)
* **My Physical Map: Mountains** - Students will learn the major mountain ranges around the U.S. They will then glue tiny brown pebbles to their maps (like those found at the bottom of fish bowls) to depict these major mountain ranges. They will also label each. (*Inherent Language Arts: listening, viewing, reading, writing, & visually representing*)
* **My Physical Map: Natural Wonders** - Students will learn some of the major natural wonders around the U.S. (ex: Yellowstone, Grand Canyon, Niagara Falls, etc). They will then use tiny gold stars to depict these on their maps. They will also label each. (*Inherent Language Arts: listening, viewing, reading, writing, & visually representing*)
* **My Physical Map: Man-made Wonders** - Students will learn some of the major man-made wonders around the U.S. (ex: Mount Rushmore, Golden Gate Bridge, Hoover Dam, etc.). They will then use tiny silver stars to depict these on their maps. They will also label each. (*Inherent Language Arts: listening, viewing, reading, writing, & visually representing*)

**Wednesdays (Climate of regions) – these should go in the order listed!:**

* **U.S. Climate Map & Regional Climate Lookup** – Students will be taught that climate includes precipitation, wind, and temperature. They will then be given a map of the United States that has lines separating the regions. Using a model climate map (<http://maps.howstuffworks.com/united-states-climate-map.htm>), students must color their maps based on the climate. They will then flip their maps over and trace the U.S. outline and the outlines of the regions. They will then, in groups, go to this website’s other maps to look up the average: precipitation (high and low) and temperature (high and low) for the SE. They will write these numbers on the back of their maps inside the SE region that they outlined. (*Inherent Language Arts: listening, viewing, visually representing reading, & writing*)
* **Regional Climate Lookup & My Rain Gauge** - Students will, in groups, go to the same website’s other maps to look up the average: precipitation (high and low) and temperature (high and low) for the NE. They will write these numbers on the back of their maps inside the NE region that they outlined. Then, students will make their own rain gauge. They can test it on the next rainy day. (Teacher directions: [http://www.mcwa.com/kids.htm#gauge](http://www.mcwa.com/kids.htm%23gauge)) (*Inherent Language Arts: viewing, reading, & writing*)
* **Regional Climate Lookup & My Anemometer** - Students will, in groups, go to the same website’s other maps to look up average: precipitation (high and low) and temperature (high and low) for the MW. They will write these numbers on the back of their maps inside the MW region that they outlined. Then, students will make their own anemometer. They can test it on the next windy day. (Teacher directions: <http://www.weatherwizkids.com/anemometer.htm>) (*Inherent Language Arts: viewing, reading, & writing*)
* **Regional Climate Lookup & My Thermometer** - Students will, in groups, go to the same website’s other maps to look up the average: precipitation (high and low) and temperature (high and low) for the W. They will write these numbers on the back of their maps inside the W region that they outlined. Then, students will make their own thermometer. They can test it outside anytime. (Teacher directions: <http://www.energyquest.ca.gov/projects/thermometer.html>) (*Inherent Language Arts: viewing, reading, & writing*)
* **Regional Climate Lookup & Region Comparisons** - Students will, in groups, go to the same website’s other maps to look up the average: precipitation (high and low) and temperature (high and low) for the SW. They will write these numbers on the back of their maps inside the SW region that they outlined. Then, students will look at all of the regions and compare them in groups. Which one had the lowest average temperature? Highest? Which had the most precipitation? Least? They will write their answers down and turn it in.   
  (*Inherent Language Arts: viewing, reading, speaking, listening, & writing*)

**Thursdays (brief history of regions):**(Unlike most other activities listed for this unit, this activity is one, big, culminating activity that students will work on every Thursday during social studies for the 5 weeks that this unit will last. They will be able to work on it at their own pace within their groups for this hour each week along with any free time that they want to devote to finishing this.)

* **History of the Region Research** – Students will be put into 5 groups. Each group will be assigned one region to research (using nonfiction books and websites). The topic of each group’s research will be their region’s broad history. They will research, write down, and on the last Thursday of their unit present the information that they have found. They will also pick one piece of historical fiction from their region to read as a group during silent reading time and at home. Some examples of information to find and present might include:
  + What country originally owned this territory before it became U.S. territory?
  + When did each state in your region become a U.S. state? How/Why?
  + What was your region like 100 years ago?
  + Name at least one major historical event that occurred in your region.
  + What is your region like today?
  + How populated is your region today? (Make a population map for your region.)
  + What things is your region mainly known for today?
  + Which historical fiction book did your group read? What did it tell you about how your region used to be like?

(If the teacher wants, she can assign jobs to every student in the group.) (*Inherent Language Arts: visual representation, viewing, reading, writing, listening, & speaking*)

**Fridays (Natural resources of regions):**

* **Regional Map – What Does That Region Do?** – This outline map (no states drawn in) of the U.S. will be created by the teacher and hung up in the room in a visible place. It will also be divided into the regions that are being studied in this unit. Each region will have lines in it. One of these regions lines will be filled in every Friday with a list of that regions natural resources, products, and industries. (*Inherent Language Arts: visual representation, viewing, & reading*)
* **Closed Word Sort (Industry, Natural Resource, Product)** – Students will be given mixed-up slips of paper with the names of industries, natural resources, and products that can be found in the region of the week. They will, in groups, try to sort each item given into one of the three categories. Afterwards, they will write their own definitions to what each category title means based on the items that fall into that category. Afterwards, the class will discuss the different resources, products, and industries found in the region and write them on the big resource map. (This should be the first activity so that students can understand the difference between the three terms.) (*Inherent Language Arts: reading, writing, speaking, & listening*)
* **Scavenger Hunt** – The teacher will collect items that obviously represent each industry, product, and natural resource of the region of the week. She will then hide every one of the items (outside works best). When the students are ready for Social Studies, she will put students into groups and hand them a list of the hidden items categorized as: industries, natural resources, and products. The students will then go hunt for the items. When a student finds one item, he or she must go and stand by the teacher (this will give more students a chance to find one thing). When all of the items have been found, each student who has an item will present it to the class saying, “One of the (natural resources, products, industries) in (this region) is (name of item found or what it represents).” After this is over, the class can discuss the items and write them on the big resource map. (*Inherent Language Arts: speaking, & listening*)
* **Resources: Mini-research** - Students would be divided into groups so that each group can be assigned to one state within the region of the week. Each group will find the products, natural resources, and industries found in their assigned state (using nonfiction books and websites). They would then write the items in their categories on a poster and illustrate each item. After they are done, each group will present to the class (basically read the list on their poster and show the pictures). When every presentation is over, students will put all of their posters at the front of the class and try to find commonalities among all or most of the states. The major items will then be written on the big resource map in the classroom. (*Inherent Language Arts: visual representation, viewing, reading, writing, listening, & speaking*)
* **The Life of a Natural Resource or Product: My Story** - Students will be provided with a list of natural resources, industries, and products of that week’s region. Students will then, individually, choose one of the products or natural resources and write a narrative from that item’s point of view. The story will be about that item’s life and how people are eventually going to use it to help them.(*Inherent Language Arts: reading, writing, listening, & speaking*)  
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* **Resource Map** – Students will be given a blank map of the region of the week and a sample resource map for that region that includes natural resources, products, and industries. Students will then be able to choose their own symbols for each item that is a natural resources, a product, or an industry. They will then make a legend of these symbols, mark the map in the correct places using these symbols, and color their maps. (*Inherent Language Arts: reading, writing, viewing, & visually representing*)  
  a

**Science:**

**Mondays (plant [stimuli of different regions] experiment) –** **these must go in order listed!:**(Unlike most other activities listed for this unit, this activity is one, big, culminating activity that students will work on every Monday for the 5 weeks that this unit will last during Science time.)

* **Pick a Home & Predictions –** Students will be split into 5 groups and assigned a region. They will each get seeds from one of the following plants: Hibiscus, Trillium, Peony, Rocky Mountain Columbine, and Thornless Prickly Pear (cactus). They will then plant all of their seeds in their “region” and assign a plant care-giver for each day of the week within the groups. After that, every student will write his or her prediction about which plant(s) they think will thrive the most in their region and which one(s) will struggle the most. (*Inherent Language Arts: writing, listening, & speaking*)  
  Below are the regions and ways for the teacher to set up the regions:

SE = plenty of water, sun, and room temperature  
NE = plenty of water, sun, and in a clear box with a fan (but not affected by wind)  
MW = rocky soil and in a clear box with a fan (but not affected by wind)  
W = nearest to the fan  
SW = plenty of sun, heat lamp, and little water

* **Observations & learn more about the Hibiscus and Trillium –** Students will observe, describe, and chart their plants’ progresses. They will also write in their science journal whether or not they would change their predictions, and if so, why. After this, students (in their groups) will research the hibiscus and trillium – two of the flowers that they are trying to grow. (*Inherent Language Arts: visually representing, reading, viewing, writing, listening, & speaking*)
* **Observations & learn more about the Peony and Rocky Mountain Columbine –** Students will observe, describe, and chart their plants’ progresses. They will also write in their science journal whether or not they would change their predictions, and if so, why. After this, students (in their groups) will research the peony and rocky mountain columbine – two of the flowers that they are trying to grow. (*Inherent Language Arts: visually representing, reading, viewing, writing, listening, & speaking*)
* **Observations & learn more about the Thornless Prickly Pear (cactus) –** Students will observe, describe, and chart their plants’ progresses. They will also write in their science journal whether or not they would change their predictions, and if so, why. Before students go to their normal research, since there is just one plant to look up today, read to them *Cactus Cafe: A Story of the Sonoran Desert*(by: Kathleen Weidner Zoehfeld). After this, students (in their groups) will research the thorn less prickly pear – one of the plants that they are trying to grow. (*Inherent Language Arts: visually representing, reading, viewing, writing, listening, & speaking*)
* **Observations, Results, & Conclusions –** Students will observe, describe, and chart their plants’ progresses for the last time for this activity. (Of course the plants that actually grew can stay and make the classroom prettier.) After this, students will write the results for all 5 plants (predictions right or wrong?). They will also write their conclusion, which should deal with what they learned concerning plants, climates in regions, and stimuli that affects plant growth. Students groups from every region will then present their hypotheses, weekly observations, results, and conclusions to the class. (*Inherent Language Arts: visually representing, reading, viewing, writing, listening, & speaking*)

**Tuesdays (overview of a certain biome in region):**

* **see where biome is in U.S. & Biome Mini-Research**– Students will look on a map to see where the biome of the week is within the U.S. Then, they will get into groups and go online and look nonfiction through books on biomes to find general information about the biome of the week (which can be found within the region of the week). Students will make a mini-report as a group that just lists a few general facts and has a few illustrations of the biome. This will only last one day during the designated science time. (*Inherent Language Arts: visually representing, reading, viewing, writing, listening, & speaking*)
* **see where biome is in U.S. & Biome Poem or Story**– Students will look on a map to see where the biome of the week is within the U.S. Then, students will individually write a poem or short story about the biome of the week (which can be found in the region of the week). If students have time, they are encouraged to illustrate their poem or story. These finished poems/stories will be turned in, and those who want to share can share. (*Inherent Language Arts: visually representing, reading, writing, listening, & speaking*)
* **see where biome is in U.S. & Biome Collage**– Students will look on a map to see where the biome of the week is within the U.S. Then, students will get magazines provided by the teacher. They will use pictures from these magazines, their own drawings, and written descriptions to make a collage of the biome of the week (which can be found in the region of the week). They will then hang up their collages around the room for the class to enjoy. (*Inherent Language Arts: visually representing, viewing, reading, & writing*)
* **see where biome is in U.S. & Planet Earth video on the Taiga** – Students will look on a map to see where the biome of the week is within the U.S. (This one will obviously be Taiga.) They will then watch the Planet Earth video on the Taiga. (A preview of this video is in the “resources” section, but not the whole video that should be shown to the class). (*Inherent Language Arts: viewing, writing & listening*)
* **see where biome is in U.S. & Biome Diorama** – Students will look on a map to see where the biome of the week is within the U.S. Then, students will make a diorama of the biome of the week (which can be found in the region of the week) using materials that the teacher provides. (This activity is the easiest done with the desert or grassland.) When students are finished, they can put them somewhere visible within the classroom for the class to enjoy. (*Inherent Language Arts: visually representing & viewing*)
* **see where biome is in U.S. & Biome Survival** – Students will look on a map to see where the biome of the week is within the U.S. Then, students will get into groups and make a list of survival items that they would need if they were stranded in the biome of the week. (This activity is the most suited to be done while studying the taiga or desert, as they have extreme conditions.) Each group will have time to share their list with the class after creating their list. (*Inherent Language Arts: reading, writing, listening, & speaking*)

**Wednesdays (plants found in region/biome):**

* + - **My Biome Book** – This activity needs to take place on the first Wednesday of the unit. Students will construct a flipbook with sixteen pages (one introductory page and then three pages for each of the five biomes). Page one of each biome will be a brief overview of the biome and its climate, page two will list common plants, and page three will list common animals. Students will decorate the cover page as they wish and go through and label all of the other pages. Students will then fill in the first page of the temperate deciduous forest biome based on what they learned about it the day before. They will then turn to the next page and write a list of common plants found in this biome. To obtain the information, students can look in nonfiction books in the class library and on teacher-provided websites. They can also illustrate the pages filled out as they please. (*Inherent Language Arts: reading, writing, viewing, & visually representing*)
* **My Biome Book & State Plant Open Sort** - Students will then fill in the first page of the biome of the week based on what they learned about it the day before. They will then turn to the next page and write a list of common plants found in this biome. To obtain the information, students can look in nonfiction books in the class library and on teacher-provided websites. They can also illustrate the pages filled out as they please. Then, students will get into groups and go online to one of the various websites provided in the “resource” section and look up the different state plants (flowers, wildflowers, and trees) for the region for the week. They will then write down all of the different plants in any order and do an open word sort. (*Inherent Language Arts: reading, writing, viewing, visually representing, speaking, & listening*)
* **My Biome Book & State Plant Map -** Students will then fill in the first page of the biome of the week based on what they learned about it the day before. They will then turn to the next page and write a list of common plants found in this biome. To obtain the information, students can look in nonfiction books in the class library and on teacher-provided websites. They can also illustrate the pages filled out as they please. Then, students will individually choose to look up each state’s flower, wildflower, or tree for the states in their region of the week. Once they have chosen, they will get a map of the region and draw and label the each state’s “state plant” (form the category that they have chosen) in the blank space within each state on the map. (*Inherent Language Arts: reading, writing, viewing, & visually representing*)
* **My Biome Book & Add Appropriate Plants to My Diorama -** Students will then fill in the first page of the biome of the week based on what they learned about it the day before. They will then turn to the next page and write a list of common plants found in this biome. To obtain the information, students can look in nonfiction books in the class library and on teacher-provided websites. They can also illustrate the pages filled out as they please. Then, students will make some of these plants out of provided materials (ex: clay, toothpicks, puff balls, pipe cleaners, etc.) and put the plants into their biome diorama. (*Inherent Language Arts: reading, writing, viewing, & visually representing*)
* **My Biome Book & Plant Dissection -** Students will then fill in the first page of the biome of the week based on what they learned about it the day before. They will then turn to the next page and write a list of common plants found in this biome. To obtain the information, students can look in nonfiction books in the class library and on teacher-provided websites. They can also illustrate the pages filled out as they please. Then, students will get a flower that is native to the biome of the week (which can be found in the region of the week). (There are some that can be found in multiple regions, using one of this would make life easier for the teacher). They would dissect the flower, tape the different parts onto construction paper, and label them.(Parts would include: stem, petal, leaf, stamen, stigma, and sepal.) Students should be given a sample diagram of the parts of the flower to guide them during this activity (<http://farm1.static.flickr.com/220/501542542_8de7907117.jpg?v=0>). (*Inherent Language Arts: reading, writing, viewing, & visually representing*)

**Thursdays (animals found in biome) - these must go in order listed!:**

* **My Biome Book & Amphibians Categories Chart -** Students will get out their biome books and turn to the third page for the temperate deciduous forest biome. Here, they will write a list of common animals found in this biome. To obtain the information, students can look in nonfiction books in the class library and on teacher-provided websites. They can also illustrate the pages filled out as they please. Then, students will look up the states in the SE region that have state amphibians (<http://www.stateanimals.com/index.html>). They will write these animals on a sheet of paper under the heading “amphibians” (the other headings will be “birds,” “mammals,” and “reptiles”). On the back of the same page will be the same chart. On this side, students will list characteristics of this category of animal. If they wish, they can go back and illustrate their state animals on the front of the paper. (*Inherent Language Arts: reading, writing, viewing, & visually representing*)
* **My Biome Book & Birds Categories Chart -** Students will get out their biome books and turn to the third page for the coniferous forest biome. Here, they will write a list of common animals found in this biome. To obtain the information, students can look in nonfiction books in the class library and on teacher-provided websites. They can also illustrate the pages filled out as they please. Then, students will look up the states in the NE region that have state birds (<http://www.stateanimals.com/index.html>). They will write these animals on a sheet of paper under the heading “birds” (the other headings will be “amphibians,” “mammals,” and “reptiles”). On the back of the same page will be the same chart. On this side, students will list characteristics of this category of animal. If they wish, they can go back and illustrate their state animals on the front of the paper. (*Inherent Language Arts: reading, writing, viewing, & visually representing*)
* **My Biome Book & Mammals Categories Chart -** Students will get out their biome books and turn to the third page for the grasslands biome. Here, they will write a list of common animals found in this biome. To obtain the information, students can look in nonfiction books in the class library and on teacher-provided websites. They can also illustrate the pages filled out as they please. Then, students will look up the states in the MW region that have state mammals (<http://www.stateanimals.com/index.html>). They will write these animals on a sheet of paper under the heading “mammals” (the other headings will be “birds,” “amphibians,” and “reptiles”). On the back of the same page will be the same chart. On this side, students will list characteristics of this category of animal. If they wish, they can go back and illustrate their state animals on the front of the paper. (*Inherent Language Arts: reading, writing, viewing, & visually representing*)
* **My Biome Book & Mammals Categories Chart -** Students will get out their biome books and turn to the third page for the taiga biome. Here, they will write a list of common animals found in this biome. To obtain the information, students can look in nonfiction books in the class library and on teacher-provided websites. They can also illustrate the pages filled out as they please. Then, students will look up the states in the W region that have state mammals (<http://www.stateanimals.com/index.html>). They will write these animals on a sheet of paper under the heading “mammals” (the other headings will be “birds,” “amphibeans,” and “reptiles”). On the back of the same page will be the same chart. On this side, students will list characteristics of this category of animal. If they wish, they can go back and illustrate their state animals on the front of the paper. (*Inherent Language Arts: reading, writing, viewing, & visually representing*)
* **My Biome Book & Reptiles Categories Chart -** Students will get out their biome books and turn to the third page for the desert biome. Here, they will write a list of common animals found in this biome. To obtain the information, students can look in nonfiction books in the class library and on teacher-provided websites. They can also illustrate the pages filled out as they please. Then, students will look up the states in the SW region that have state reptiles (<http://www.stateanimals.com/index.html>). They will write these animals on a sheet of paper under the heading “reptiles” (the other headings will be “birds,” “mammals,” and “amphibians”). On the back of the same page will be the same chart. On this side, students will list characteristics of this category of animal. If they wish, they can go back and illustrate their state animals on the front of the paper. (*Inherent Language Arts: reading, writing, viewing, & visually representing*)

**Fridays (main alternative energy form found in certain region) - these must go in order listed!:**

* **Biomass: Stories Around a Campfire** – The teacher will teach students what biomass is. Then, students will look at the hydropower map on this site (<http://www.nationalatlas.gov/articles/people/a_energy.html>). Afterwards, the class will sit around an unlit wooden campfire (type of biomass) and eat candy corn (corn is a type of biomass). Students will take turn orally sharing what they know or what they want to know about alternative energy sources during this unit. (*Inherent Language Arts: reading, viewing, speaking & listening*)
* **Hydropower: My Waterwheeel** – The teacher will teach students what hydropower is. Then, students will look at the hydropower map on this site (<http://www.nationalatlas.gov/articles/people/a_energy.html>). Afterwards, students will get to make their own waterwheel, which will utilize hydropower (<http://pbskids.org/zoom/activities/sci/waterwheel.html>). (*Inherent Language Arts: reading, viewing, & listening*)
* **Wind Power: My Wind Turbine** - The teacher will teach students what wind power is. Then, students will look at the wind energy map on this site (<http://www.nationalatlas.gov/articles/people/a_energy.html>). Afterwards, students will get to make their own wind turbine, which will utilize wind power (<http://www.windpower.org/en/kids/choose/rotor/model.htm>). (*Inherent Language Arts: reading, viewing, & listening*)
* **Geothermal Power: Model Earth and Mentos Geyser** - The teacher will teach students what geothermal power is. Then, students will look at the geothermal energy map on this site (<http://www.nationalatlas.gov/articles/people/a_energy.html>). Afterwards, students will use Styrofoam balls that have a section cut out to color and label the layers of the Earth. The teacher will briefly explain each one and inform students that the heat used for geothermal power comes from these magma layers. When these model earths are completed, the teacher will explain briefly what geysers are and why they go off.  
  Then students will go outside and get into about 5 groups. Each group will make a Mentos geyser go off (<http://www.stevespangler.com/archives/category/mentos-experiment/page/5/>). (*Inherent Language Arts: writing, viewing, visually representing, & listening*)
* **Solar Power: My Solar Oven** - The teacher will teach students what solar power is.  
  Then, students will look at the solar energy map on this site (<http://www.nationalatlas.gov/articles/people/a_energy.html>).Afterwards, students will get to make their own solar over, which will utilize solar power (<http://www.wattsonschools.com/pdf/ue-5.pdf>). (*Inherent Language Arts: reading, viewing, & listening*)

**Math:  
(All of these activities will take place during the first ten or so minutes of math time and are mostly review. Also, all of the activities in the math section should go in the order.)**

**Mondays (scale maps and travel distance):**

* **What is a Scale Map?** – The teacher will show students what a scale map is and how to use it. Students will then receive their plane tickets for the unit (a teacher-made sheet of paper just to make this activity more interesting). They will get one ticket from Orlando to New York, from New York to Indianapolis, from Indianapolis to Sacramento, from Sacramento to Austin, and from Austin back to Orlando. Every Monday at the beginning of math time, students will present their ticket to the new city. (*Inherent Language Arts: listening, viewing, & reading*) This is the scale map that will be used throughout this unit: <http://alabamamaps.ua.edu/contemporarymaps/usa/basemaps/mjrcity.jpg>.
* **Ticket from Orlando to New York** (see below)
* **Ticket from New York to Indianapolis** (see below)
* **Ticket from Indianapolis to Sacramento** (see below)
* **Ticket from Sacramento to Austin and from Austin back to Orlando** (see below)

For this activity, students will use a print-out of the scale map found above and a ruler to estimate the distance in miles from the city that their ticket says that they are in to the city that the ticket says that they are going to. (The cities that they “fly” to each Monday are located in the region that they are going to be studying that week.) After everyone had had a chance to get an estimate, the teacher will tell the students the actual distance for comparison. (*Inherent Language Arts: viewing)*

**Tuesdays (state geometry - polygons):**

* **Region Polygons** – Students will look at the individual regions of the U.S. and transform each region’s into a polygon (make all of the sides into straight lines as best they can). They will then write how many sides each region has and which region is the polygon with the most sides. (*Inherent Language Arts: viewing & visually representing*)
* **SE & NE Polygon Count** – Students will (pretending that every state has straight sides) count all of the sides in every state in the SE and then in the NE. They will then write (in complete sentences) which state is the polygon with the most sides in the SE? In the NE? Overall? (*Inherent Language Arts: viewing & writing*)
* **MW, W, & SW Polygon Count** - Students will (pretending that every state has straight sides) count all of the sides in every state in the MW, in the W and then in the SW. They will then write (in complete sentences) which state is the polygon with the most sides in the MW? In the W? In the SW? Overall? (*Inherent Language Arts: viewing & writing*)
* **State Shape Sort (open-sort)** – Students will be put into groups and given cut-outs of all 50 states. They will then be asked to sort these states however they would like and with however many categories they like. But, the categories must have something to do with shape. After every group is done sorting, all of the groups will share what they did and why. (*Inherent Language Arts: viewing, visually representing, speaking & listening*)
* **Convex and Concave States** – Students will look at a map of the U.S. They will then try to find 5 states that are convex polygons and 5 states that are concave polygons. (Tell the students to again assume that all of the states have straight sides.) They will write down the names of each five states and share them when everyone is done. (*Inherent Language Arts: viewing, writing, speaking & listening*)

**Wednesdays (time zone word problems):**

* **Why Do we Have Time Zones? & My Own Tim Zone Map** – Students will listen to the teacher explain the history of time zones (<http://www.webexhibits.org/daylightsaving/d.html>).  
  Afterwards, they will go to this interactive time zone website to see the different time zones in the U.S. (<http://www.timezonecheck.com/).> They will then go to a website and make their own personalized time zone map (<http://www.zebramap.com/>).

For these activities, students will pretend that they are in a certain time zone and must call a person in a different time zone. They will be given two people to call and will be a new place themselves each Wednesday.

* **Calls from: Eastern Time Zone**
* **Calls from: Central Time Zone**
* **Calls from: Mountain Time Zone**
* **Calls from: Pacific Time Zone** An example problem might look like this:*You are in New York, but want to call your friend in Texas. Your friend said to call   
   him at 3:00pm his time. What time will that be for you in New York?*

Students will be allowed to use a time zone map and must write down and turn in their answers. (*Inherent Language Arts: viewing & reading*)

**Thursdays (word problems about certain region with numbers through 100,000):**

* **Word Problems: SE**

For this activity, students will be given a few word problems to solve at the beginning of math class. Although each Thursday has a different region of focus, it is the same activity. (Look below for description.)

* **Word Problems: NE**
* **Word Problems: MW**
* **Word Problems: W**
* **Word Problems: SW**  
  A good place to pull educational questions from that will teach about the region while letting students practice mathematical word problems is from the online GeoNet quiz (<http://www.eduplace.com/geonet/>). This web quiz separates the country into regions (but, they split up the SW and combine it with the SE and W) and has several word problems among its questions that teachers can pull directly for use for each region. Also, there are many GeoNet questions that can easily become mathematical word problems even if they are not portrayed that way in the online quiz itself. (*Inherent Language Arts: reading & writing*)

**Fridays (fractional resources):**

* **Fraction Problems: SE**

For this activity, students will be given a few fraction word or picture problems to solve at the beginning of math class. Although each Friday has a different region of focus, it is the same activity. (Look below for description.)

* **Fraction Problems: NE**
* **Fraction Problems: MW**
* **Fraction Problems: W**
* **Fraction Problems: SW**
* Each fraction problem (using words or pictures) will focus around some of the natural resources in the region of the week. This way, students can review the natural resources of a region while practicing their math skills. Here is an example of a question that might be given during week four – the western region:  
   *A lumberjack marks 3 trees that he wants to cut down. If he has already  
   cut down 1tree, what fraction of trees has he cut down already?*   
    
  (*Inherent Language Arts: reading & writing*)

**Other Activities:** (activities that don’t fit into a specific day, but are still relevant)

* **50 Nifty Sing-along** – On the first day of this unit, students will be shown this song (<http://www.youtube.com/watch?v=fkkvwOiErh4>). They will then practice it over the 5 weeks of the unit so that they will be able to sing it by the end of the unit.   
  (*Inherent Language Arts: viewing, listening, & speaking*)
* **Online GeoNet Quiz –** Students will be able to go to this internet quiz throughout the unit. There are many questions on this quiz that students will not know; but, they can still try it just for fun. One feature about this quiz is that it allows students to choose a region of the U.S. to have questions about. Students might want to wait until the week after learning about a region to take the interactive quiz on that region, but it is not necessary.   
  (*Inherent Language Arts: reading, viewing, listening*)
* **Tasting a Region –** Students will have a chance to look through *The United States Cookbook: Fabulous Foods and Fascinating Facts From All 50 States* (by: Joan D'Amico and Karen Eich Drummond) throughout the unit and copy recipes to try at home. Once a week on every Friday, the whole class will get the chance to try a recipe from the region of the week. Either the teacher can take it upon herself to cook all 5 recipes or she can ask for parent volunteers. At the end of the unit, students can then vote on their favorite region’s food. (*Inherent Language Arts: reading & writing*)
* **Online Climate Quiz** – Students can take this quiz that requires knowledge of regional climate and U.S. state location (<http://weathereye.kgan.com/cadet/climate/quiz.html>). It is not separated into regions, but asked all at once, so this quiz should not be attempted until every region’s climate has been covered. (*Inherent Language Arts: reading*)

**Evaluation/Assessment:**

* **Objective 1 (Social Studies):**
  + **Opportunities for Student Self-Assessment:**
    - Online Geography Quiz
    - GeoNet Quiz
    - Animaniacs States and Capitals Song progress
    - “Fifty Nifty” progress
    - regional cookie self-assessment
  + **Culminating:**
    - teacher observation for: chalk regions, bus trip journal entry, singing of “Fifty Nifty United States,” and regional cookie
    - regional poem
    - states: mini-research group (written work and presentation)
    - “if states could talk” narrative
    - history of the region research (written work and presentation)
    - resources: mini-research (written work and presentation)
  + **Summative Assessment:** 
    - At the very end of the unit, students will be given a blank map of the U.S. (with states). They will have to fill in the names of all of the states and use a marker to mark the boarders of and label the 5 regions. For extra credit, students will be able to mark any capitals that they can remember.
* **Objective 2 (Social Studies):**
  + **Opportunities for Student Self-Assessment:**
    - comparison of own map to sample maps and any corrections thereafter
    - GeoNet quiz
  + **Culminating:**
    - coloring of 2-D elevation map
    - progress on map every week – the labeling and marking of the: major bodies of water, mountain ranges, major natural wonders, and major man-made wonders
  + **Summative assessment:**
    - At the end of the unit, students will be given a map that includes all of the physical attributes that they have been marking and labeling every week. They must label each on the physical map. Also, they will be required to describe (2 sentences for every answer) two natural wonders and two man-made wonders that they have marked.
* **Objective 3 (Social Studies):**
  + **Opportunities for Student Self-Assessment:**
    - GeoNet Quiz
    - Self-test in mind: How much do I remember when I look at the resources map hung in the classroom?
  + **Culminating:**
    - teacher observation of: resources closed word sort, presentation of item found on scavenger hunt, stories around the “campfire,” model of earth’s layers, and student-built model machines that convert renewable energy resources to energy
    - resources: mini-research (written work and presentation)
    - “life of a \_\_\_\_\_\_” story about a regional natural resource or a regional product
    - student’s region resource map
  + **Summative Assessment:**
    - Students will be given a blank map that marks off each region. They will be required to write one renewable energy resource that best fits each region. They will also be required to list two natural resources per region. For extra credit, they can name either one main product or one main industry per region. (The classroom region’s resource map should be taken down before this test is given.)

* **Objective 4 (Social Studies):**
  + **Opportunities for Student Self-Assessment:**
    - GeoNet Quiz
    - Online Geography Quiz
    - comparison of own maps to sample maps and any corrections thereafter: physical map, political maps, climate map, region map, elevation map, and population map
    - understanding of time-zone map
  + **Culminating:**
    - elevation map
    - physical map
    - several political maps (many just assessed by means of observation)
    - climate map
    - population map (made during history of the region research)
    - student resource map
  + **Summative Assessment:**
    - Students will be given a worksheet with different types of maps on it (physical, only elevation, time zone, population, topographic, climate, political, and resource). They will be required to match each map to the name of the map.
    - The ability to be able to use these maps in not necessary to test individually as students will have proved their ability to do so throughout the unit and even during other summative assessments.
* **Objective 5 (Science):**
  + **Opportunities for Student Self-Assessment:**
    - check progress: in biome book and categories chart
    - compare plant dissection to sample labeled plant parts
    - compare survival list to other group’s survival lists when presented
  + **Culminating:**
    - teacher’s observation of: student progress in biome book, biome collage (especially to make sure that words are appropriate), and biome diorama
    - Although this objective does not specify that student should be able to categorize and know the common categories of animals, one of the SSS being satisfied by this unit does specify this; therefore, the student’s animal categories chart that he/she will be working on (along with the biome book) every Thursday will be taken up, evaluated, and counted as a grade towards this unit.
    - group mini-research report on a biome
    - biome poem or story
    - biome survival list
    - state plant open sort
    - state plant map
    - plant dissection paper
  + **Summative Assessment:**
    - The students’ summative assessment will be their “biome book” that they work on every Wednesday and Thursday throughout the unit. These books will be flipbooks with 3 pages per biome. Page one will be a brief overview of the biome and its climate, page two will list common plants, and page three will list common animals.

* **Objective 6 (Science):**
  + **Opportunities for Student Self-Assessment:**
    - weekly journal entries about thoughts on prediction
  + **Culminating:**
    - teacher observations of: weekly journal entries about thoughts on prediction and of student activity while researching the plants that they are attempting to grow
    - student weekly observations (descriptions and charts)
  + **Summative Assessment:**
    - The group presentation and finished lab report handed in at the very end of this unit will be counted as a means of summative assessment.

* **Objective 7 (Mathematics):**
  + **Opportunities for Student Self-Assessment:**
    - self-check for correctness during following activities: scale map estimations; polygon states, regions, sort; concave versus convex states
  + **Culminating:**
    - observations of students’ scale estimates and various polygon activities
    - various: time zone word problems, regional word problems, and fractional resource word problems
  + **Summative Assessment:**
    - Students will be given a short review test with two examples of problems from each day’s math theme. (There will be 10 problems total – 2 each of 5 different types of math problems)

**\*A better description of all of the culminating assessments can be found in the pages describing specific activities that will be completed throughout the unit.\***

**\*\*A big chunk of the assessment grade for this unit will be based on their performance in all of the culminating activities throughout the five weeks, sort of like a portfolio approach to assessment. However, students will still take one summative assessment for most of the objectives once the unit is over – it just will not bear nearly as much weight on the students’ grades as the collection of culminating activities will.\*\***

**\*\*\* There are no specifically mentioned culminating or summative assessments for Language Arts because there are no specifically mentioned Language Arts objectives. This does not mean that students’ reports, narratives, poems, presentations, etc. will not be assessed. \*\*\***

**Resources/Materials List:**

* **Books** (all books are listed from lowest reading level to highest)**:**

**southeast, northeast, midwest, west, southwest, United States, biomes**

* + **nonfiction:**
    - *The Forested Taiga: A Web of Life (World of Biomes***) (**by: Philip Johansson) – a book about the taiga biome **(3.0)**
    - *The United States Cookbook: Fabulous Foods and Fascinating Facts From All 50 States* (by: [Joan D'Amico](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_1?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Joan%20D%27Amico) and [Karen Eich Drummond](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_2?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Karen%20Eich%20Drummond)) – a cookbook with recipes and facts from all 50 states (**3 - 6)**
    - *Coniferous Forests (Biomes)* (by: Holly Cefrey) - a book about the coniferous forest biome **(4.0)**
    - *A Walk in the Deciduous Forest* (by: Rebecca L. Johnson; illustrated by: [Phyllis V. Saroff](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_2?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Phyllis%20V.%20Saroff)) – a book about the deciduous forest biome **(4.1)**
    - *A Walk in the Desert*  (by: Rebecca L. Johnson; illustrated by: [Phyllis V. Saroff](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_2?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Phyllis%20V.%20Saroff)) – a book about the desert biome **(4.1)**
    - *Grasslands* (by: Lynne M. Stone) – a book about the grassland biome **(4.4)**
    - *Cactus Cafe: A Story of the Sonoran Desert*(by: Kathleen Weidner Zoehfeld) – a nonfiction story about all of the animals in the desert that depend on the cactus **(4.8)**
    - *State-by-state Guide (United States Of America)* (by: [Millie Miller](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_1?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Millie%20Miller) and [Cyndi Nelson](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_2?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Cyndi%20Nelson)) – a book filled with countless types of maps, state information, interesting facts, and more **(4.9)**
  + **historical fiction:**
    - *Sara Plain and Tall* (by: Patricia MacLachlan) - **(Newberry)** a boy and girl who live on a farm in the Midwest get used to their new advertisement-obtained stepmom(3.4)
    - *Grandfather’s Journey* (by: Allen Say) - **(Caldecott)** a Japanese man travels from Japan the U.S. and experiences a very different culture and tries to find where he belongs **(3.6)**
    - *The Courage of Sarah Noble* (by: Alice Dagliesh) - **(Newberry)** a girl gets over her fear of the wilderness and even befriends a Native American boy as she and her father become the first settlers in a new town in Connecticut  **(3.9)**
    - *The Barn* (by: Avi) a boy is an Oregonsettler in 1855 when his widowed father becomes paralyzed and he and his brothers must fight to save the farm **(3.9)**
    - *Under the Blood-Red Sun* (by: Graham Salisbury) – a Japanese-American boy and his friend experience Pearl Harbor from a nearby field and then he and his family face racism for being Japanese **(4.0)**
    - *Belle Prater’s Boy* (by: Ruth White) – a boy’s mother disappears and he becomes great friends with his cousin after moving to his grandparents **(4.4)**
    - *Our 50 States: A Family Adventure Across America* (by: [Lynne Cheney](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_1?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Lynne%20Cheney); illustrated by: [Robin Preiss Glasser](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_2?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Robin%20Preiss%20Glasser)) – a family travels through every one of the fifty states to reveal interesting facts about each state **(4 - 7)**
    - *Sing Down the Moon* (by: Scott O’Dell) a Navaho Indian girl is forced to march to Fort Sumter in 1864 **(4.9)**
    - *Prairie Songs* (by Pam Conrad) – a girl who lives on the prairie helps a couple from New York adapt to farming life **(5.1)**
    - *The Girl Who Ate Chicken Feet* (by: Sandy Richardson) – a story about a girl who tries to get over many of life’s troubles; it very much so depicts Southern life in the 1960’s, including brief bits about the Civil Rights Movemet **(5.3)**
    - *The Sign of the Beaver* (by: Elizabeth George Speare) – **(Newberry)** a boy is alone in the wilderness in Maine until he is rescued by an Indian chief **(5.7)**
  + **realistic fiction:**
    - *Justin and the Best Biscuits in the World* (by: [Mildred Pitts Walter](http://www.booksamillion.com/search?id=4395188832144&type=author&query=Mildred%20Pitts%20Walter) and [Catherine Stock](http://www.booksamillion.com/search?id=4395188832144&type=author&query=Catherine%20Stock)) - a boys misconceptions about women’s jobs versus men’s jobs are corrected after a visit to his grandfather’s ranch (2.7)
    - *Owl Moon* (by Jane Yolen) – **(Newberry)** a book written in poetic prose about a girl going owling late at night with her dad (3.2)
    - *The Bears on Hemlock Mountain* (by: [Alice Dalgliesh](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_1?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Alice%20Dalgliesh); illustrated by: [Helen Sewell](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_2?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Helen%20Sewell)) - **(Newberry)** a boy who lives on a farm at the foothills of a mountain is told that there are no bears on Hemlock Mountain, but…  **(3.5)**
    - *Because of Winn-Dixie* (by: Kate DiCamillo) - **(Newberry)** a stray dog helps a girl recover from her abandonment by her mother (3.9)
    - *Moose Tracks* (by: Mary Casanova) – a boys personal struggle between hunting life versus caring for animals (beginning is gruesome) (4.0)
    - *Shiloh* (by: Phyllis Reynolds Naylor) - **(Newberry)** a boy rescues and cares for an abused dog but struggles with the moral issues involved in the situation(4.1)
    - *Becoming Felix* (by: Nancy Hope Wilson) – This story is about a boy who lives on a struggling dairy farm and plays the clarinet (**4.5)**
    - *The Missing Gator of Gumbo Limbo* (by: Jean Craighead George) – a homeless girl who lives in the everglades attempts to save an alligator **(4.6)**
    - *Yolanda’s Genius* (by: Carol Fenner) – a girl tries to prove to a small town that her brother has a musical talent **(4.8)**
  + **horror:**
    - *Dark-Thirty Southern Tales of the Supernatural*(by: Pat McKissack) **(Newberry)** horror stories that revolve around the horrors of racism - **(4.6)**
  + **fantasy:**
    - *The Scrambled States of America* (by [Laurie Keller](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_1?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Laurie%20Keller)) – a silly book where states are personified and decide to switch places **(5.5)**
* **poetry:**
  + - *My America: A Poetry Atlas of the United* *States* (by [Lee Bennett Hopkins](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_1?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Lee%20Bennett%20Hopkins); illustrated by: [Stephen Alcorn](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_2?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Stephen%20Alcorn)) – a book of poetry separated into regions of the U.S. **(3 – 6)**
* **Websites:**
  + **Regions**
    - **Regions Website – bits of general information about each region in a kid-friendly, teacher-made format   
      (**<http://www.vandyfours.teach-nology.com/custom.html>**)**
    - **Regions in the Classroom - A Microsoft Word document filled with information about the regions of the U.S.  
      (**<http://www.oakland.k12.mi.us/scope/fifth_lessons/social/unit2/SS05020601.doc>**)**
    - **Plants – a website with a nonlinear article devoted to which plants grow best in which regions of the U.S.  
      (**<http://www.bhg.com/gardening/flowers/perennials/low-maintenance-perennials/)>
  + **State Information**
    - **America’s Story – click on any state to learn facts about it (**from Library of Congress) **(**<http://www.americaslibrary.gov/cgi-bin/page.cgi/es>**)**
    - **NetState.com – Information about every state  
      (**<http://www.netstate.com/states/>)
    - **State Maps – black and white maps of every state including major cities  
      (**<http://www.enchantedlearning.com/usa/statesbw/>**)**
    - **State Flags – a picture of every state flag all on one page  
      (**<http://www.enchantedlearning.com/usa/flags/>)
    - **State Trees and Flowers – in list format  
      (**<http://www.usna.usda.gov/Gardens/collections/statetreeflower.html>**)**
    - **State Animals – separated by animals, birds, reptiles, fish, amphibians, and insects as well as states (**<http://www.stateanimals.com/)>
  + **Maps**
* **Regions – basic map of labeled regions, nothing else  
  (**<http://teach.fcps.net/trt14/us%20regions/regions_copy.jpg>**)**
* **Maps – A kid-friendly description of the different types of maps  
  (**<http://www.factmonster.com/world/geography/types-maps.html)>
* **Maps of Everything – It is a good source that even lets you go to individual states; it has links to regional, climate, elevation, precipitation, temperature maps, and more! (**<http://maps.howstuffworks.com/united-states-climate-map.htm>**)**
* **Scale Map of the U.S. with Major Cities – for use in Monday’s math activity  
  (**<http://alabamamaps.ua.edu/contemporarymaps/usa/basemaps/mjrcity.jpg>**)**
  + **Time Zones**
* **What Was Before Time Zones? – an article explaining this  
  (**<http://www.webexhibits.org/daylightsaving/d.html>**)**
* **Time Zones Around the World – an interactive map  
  (**<http://www.timezonecheck.com/>)
* **Make Your Own Time Zone Map – from site above this one  
  (**<http://www.zebramap.com/>)
  + **Quizzes**
    - **GeoNet – interactive quiz on many aspects of U.S. geography (**quite challenging**)  
      (**<http://www.eduplace.com/geonet/>)
    - **Geography Quiz – interactive quiz on state or capital location**

**(**<http://www.lizardpoint.com/fun/geoquiz/usaquiz.html>**)**

* **Climate Quiz – true false (basically) quiz on regional climates  
  (**<http://weathereye.kgan.com/cadet/climate/quiz.html>**)**
* **Directions for Activities**
* **Make a Rain Gauge – directions  
  (**[http://www.mcwa.com/kids.htm#gauge](http://www.mcwa.com/kids.htm%23gauge)**)**
* **Make a Thermometer - directions  
  (**<http://www.energyquest.ca.gov/projects/thermometer.html>**)**
* **Make an Anemometer - directions  
  (**<http://www.weatherwizkids.com/anemometer.htm>**)**
* **Make a Solar Oven – directions**

**(**<http://www.wattsonschools.com/pdf/ue-5.pdf>**)**

* **Make a Small Wind Turbine – directions  
  (**<http://www.windpower.org/en/kids/choose/rotor/model.htm>**)**
* **Make a Waterwheel – directions  
  (**<http://pbskids.org/zoom/activities/sci/waterwheel.html>)
* **Make a Mentos Geysers – video how-to**

**(**<http://www.stevespangler.com/archives/category/mentos-experiment/page/5/>**)**

* **Biomes**
  + **Intro to Biomes – information on where and what biomes are   
    (**<http://www.runet.edu/~swoodwar/CLASSES/GEOG235/biomes/intro.html>**)**
  + **Biomes – a boring, but useful website with a good map**  **(**<http://users.rcn.com/jkimball.ma.ultranet/BiologyPages/B/Biomes.html)>
  + **Biomes for Kids – a kid-friendly brief overview of biomes – includes coniferous forest (unlike other sites mentioned)  
    (**<http://www.factmonster.com/ipka/A0769052.html>**)**
  + **CyberZoo Biomes – a kid-friendly site with information on biomes, including a list of animals found in each (**<http://lsb.syr.edu/projects/cyberzoo/biome.html>**)**
  + **Blue Planet Biomes – a great site for reaearch with tons of information on plants, animals, and climates of certain biomes; however, it was not made for kids and might contain some difficult vocabulary or be seen as boring  
    (**<http://www.blueplanetbiomes.org/)>
  + **Parts of a Plant – a child’s drawing with labeled parts of a plant  
    (**<http://farm1.static.flickr.com/220/501542542_8de7907117.jpg?v=0>**)**
* **Renewable Energy Resources**
  + **Information about the 5 different renewable energy resources – it includes maps of where these resources are found in the U.S.  
    (**<http://www.nationalatlas.gov/articles/people/a_energy.html>**)**
  + **Renewable Energy Resources Website for Kids and Teachers   
    (has lesson plans and games) (**<http://www.eere.energy.gov/kids/>)
* **Videos:**
  + **Animaniacs video – 50 states song (with capitals)** (<http://www.teachertube.com/view_video.php?viewkey=1689e0bc55abd95e20e3&page=2&viewtype=&category>)
  + **Animaniacs video – 50 states song with video of states lighting up as named**

**(**<http://www.youtube.com/watch?v=k87N8K-nKLo&feature=related>**)**

* **50 Nifty United States**(<http://www.youtube.com/watch?v=fkkvwOiErh4>)
* **Discovery Channel’s “Planet Earth” – Taiga Forest episode  
  (Preview -** <http://dsc.discovery.com/videos/planet-earth-forests-taiga-forest.html>**)**